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ABSTRACT

The implementation handbook provides information on screening, assessment, and remediation procedures utilizing the precision teaching method for children with learning deficits in both elementary and secondary schools. The first sections discuss the purpose, define terms, and specify materials needed. The section on classroom management includes the regular classroom, the resource room, and point system management (a technique for behavior modification). Screening and assessment, charting and decisions, and basic tool skills (those skills considered necessary for further skill development) are the topics of the next three sections. Curriculum areas in elementary regular classrooms and resource rooms, and secondary resource rooms are considered. Teacher and student motivation and attitudes are explored. Sample forms such as an individualized program sheet are appended. (PHR)

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PRECISION TEACHING PROJECT

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IMPLEMENTATION HANDBOOK

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THE SACAJAWEA PLAN

GREAT FALLS PUBLIC SCHOOLS

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I. INTRODUCTORY STATEMENT

Precision Teaching began in 1972 as a screening, assessment, and remediation procedure for children with learning deficits in grades K-6 in a resource room setting. Soon after the program began, it became apparent that precision teaching could have many applications for regular education students and teachers in regular classrooms. Since most of the previous work with precision teaching had been done in self-contained special education classrooms or in resource room settings, both with small pupil-teacher ratios, the implementation of these procedures within a class of 25-30 pupils was in need of study and refinement. Since 1974 the staff at Sacajawea School has been involved in the development and refinement of management procedures involving the concepts of continuous measurement and timed practice in regular classrooms K-6 for the development of basic tool skills. The outcome of these efforts has come to be known as the Sacajawea Plan.

The development of these classroom procedures has been a dynamic process and to this point in time the results have been impressive. Increased student enthusiasm and effort is most notable early in the implementation, soon followed by improved academic performance and teacher excitement. A research effort entitled "Precision Teaching In Review 1976", (comparing two Great Falls schools), one utilizing precision teaching in all classrooms and a comparison school not using precision teaching, (Beck & Clement, 1976) showed significant differences in academic performances of pupils (grades 1-6) in the areas of math, reading, and spelling.

The interest in and subsequent implementation of the Sacajawea Plan by hundreds of teachers over the past four years has supported the case for the usefulness and acceptance of precision teaching.

II. PURPOSE

The purpose of this handbook is to supplement the Exportable Training Packet and to provide more specific ideas and suggestions for the implementation of precision teaching by regular and special teachers. All materials contained in this handbook were developed by regular classroom teachers, resource room teachers, principals and the Sacajawea Plan project staff. The materials are intended to help beginning precision teachers learn from our experiences. The suggestions are based on our successes as well as our failures.

Becoming a precision teacher is a learning experience and takes a reasonable investment of time. Learning the new skills takes commitment from both teacher and students, but the rewards appear to be well worth the effort.

Precision teaching allows, yes urges, a teacher to adapt the procedures to their own teaching style. There is no one way! Precision teaching is dynamic, and the classroom teacher must be free to experiment with different approaches and procedures.

The potential for sharing with precision teaching is also very important. The sharing of precision teaching data allows teachers to talk objectively about their successes as well as getting help and suggestions for particular students who need more help. Precision teaching seems to have grown into what it is today because of teachers' sharing materials and ideas. It is because of a long history of sharing that you have these materials to use as well as the opportunity to visit and participate in the training program at Sacajawea School.

The format of this package will include lists of ideas and procedures, "Do's" and "Don'ts" suggestions, and relatively little lengthy narrative. Hopefully many more usable ideas can be conveyed with this format. Our attempt to help teachers is not inclusive and should be supplemented, refined and updated as the ideas here are tried. Possibly you can add to this package in the future with your successes, ideas and, yes, even your failures.

III. DEFINITION OF TERMS

Aim (A)	An ending goal usually expressed as a specific frequency (performance level).
Best Fit Line or Learning Line	A line drawn through a series of data plots on the chart in order to determine rate of change and direction of behavior.
Behavior Floor	A way to indicate the total number of minutes per day a child is being observed. It is not necessarily the number of minutes the behavior is being counted.
Celeration or Learning (C)	A method of measurement used in determining behavior change. It is usually expressed as movements per minute per week. If the behavior is increasing, it is called times (x) celeration. If the behavior is decreasing, it is called divide by (÷) celeration.
Correct Responses	Indicated by dots on chart.
Decision Mark	A mark (T= teacher decision, S= student decision) at the top of a pupil's chart on the day line whenever the teacher or student looks at the chart concerning the pupil's progress. A decision to make no change is also counted as a decision.
Errors or Learning Opportunities	Indicated by X's on chart.
Frequency or Rate	A basic unit of measurement indicating the number of movements divided by a unit of time. $\frac{\text{behavior}}{\text{time}}$
Hear/Write	One of the learning channels assessed during the screening activity.
Inverted Pyramid	Recording symbol for celeration; like x1.5 indicates 50% change.
Learning Channels	The way in which the individual receives the information, cue or signal; processes it; and responds. For example, with see/write channel, the student sees the cue and writes the answer.
Learning Opportunity	An expression used in place of the term "error". It is indicated on the chart by x.
Materials Bank	Storage and filing system of all Precision Teaching practice sheets.

Materials Directory	A catalogue of all practice sheets in the Materials Bank. It is used for ordering specific sheets.
Median (M)	The middle score of a group of scores when listed in sequential order.
Phase Change	A curricular and/or environmental change indicated by drawing a horizontal line on the day of change.
Pinpoint	A way to define a specific behavior measured - e.g. add facts 1-10; oral reading speed; ideas on a topic, etc.
Practice Sheets	A series of curriculum slices used in remediation and skill building - e.g. See-to-Write Letters Random. This is also a pinpoint.
Precision Teaching	A set of procedures that is based on direct and daily measurement.
Proficiency	A performance level believed to be necessary in order to assure generalization and maintenance of behavior.
Record Floor	A way to indicate the amount of time that the behavior is being sampled.
Screening	A procedure designed to aid in determining which children are deficient in basic tool skills. Included in the screening activities might be (1) Hear-to-Write Numbers or Letters (2) Write Letters or Numbers Random and (3) Say Words or Letters...
See/Say	One of the learning channels assessed during the screening activity.
See/Write	One of the learning channels assessed during the screening activity.
Slice Back	A process by which the complexity or amount of curriculum materials is made easier for the student to perform.
Standard Behavior Chart	A semi-logarithmic chart that allows us to record human behavior that occurs as infrequently as once per day (.001) to as often as 1000 per minute. Twenty weeks or one school semester can be recorded on one chart.

Tear Drop	A recording symbol used to show median frequency per week.
Tool Skill	Any skill which is a prerequisite for the development of another skill.

IV MATERIALS

This material list covers items used by teachers in both regular and resource rooms. Any one teacher would not want, or use, all of these items. A list of suppliers for equipment is provided in the Exportable Training Packet.

Manila folders or 8½" x 11" student folders with pockets for storage.

Standard Behavior Charts (6 Cycle)
- Daily
- Weekly
- Monthly

Acetate (Washed X-Ray Film)

Water soluble fine tipped felt pens (Flair)

Small sponges for cleaning acetate. Handi-Wipes also work.

Containers for sponges - Baggies, plastic containers with lids.

Spray bottles to be used for wetting sponges in rooms without sinks.

Paper towel or tissue for drying acetate.

Pencils if acetate is not used.

Practice sheets and answer sheets.

Timing devices:
- Watch or clock with sweep hand
- Stop Watch
- Mini-Timer - Small electronic timer used to start and stop the timing procedure by individuals or entire classes.
- Timed tape and tape recorder - Cassette tape with audible signal to indicate timed interval. They may have a music background.

Penda-Flex metal frames and hanging folders to be used for storage of practice and answer sheets.

Materials Reproduction:
- Copy machine to make spirit masters from black copy.
- Ditto machine to make multiple copies.

Tally Counter - A device to accumulate performance counts.

Transparent rulers for drawing learning lines.

Celeration finders - An inexpensive instrument used to quickly determine rate of learning from charted data.

Tier letter tray to be used to store folders in the resource room.

File cabinet for general storage purposes.

V. CLASSROOM MANAGEMENT

As was mentioned before, there are many ways to manage precision teaching. This fact is probably responsible for its implementation in so many different settings. It appears, however, that there are many little management strategies which will help one teacher to be more effective with his/her pupils. It is with this in mind that many seemingly routine tasks will be discussed since we have found that the hassle of passing out pupil's folders, for example, if not done efficiently will in time cause a teacher to eliminate continuous measurement. A prerequisite to sanity and survival is the goal of having students manage their own learning. "Ask not what you can do for the student - ask what the student can do for himself." (Author unknown, but obviously wise and experienced.)

REGULAR CLASSROOM

Daily Routine:

Don't start too big. Try timings with a few students in need of help or no more than one pin point for the entire class. Often teachers overburden themselves in the early stages.

Organize directions well. One of the aspects of precision teaching is that students know exactly what is expected of them.

Organize your own materials well.

Assign all possible organizational tasks to students. Have monitors to:

- Pass out folders if not kept in individual desks.
- Pass out sponges.
- Pass out any needed materials.
- Start, stop and rewind cassette timing tape.
- Collect and clean sponges.

Establish a routine for distributing materials, taking timings, correcting, charting, decision making, rotating monitors, etc.

Designate a place for pupil folders when not in use.

Store pupil folders in desks, under desks, in files (if in files have monitors pass out.)

File cabinet frames and hanging folders are great for organizing individual room materials and they allow easy access.

In primary grades, establish stations where older students can help do the See/Say, Hear/Write and charting.

Allow older students having academic problems to work with younger students in some area they are capable of handling. This helps both the younger student and the older student have some great insight on learning.

Establish partners (students to work with other students on charting, See/Say, giving spelling words, etc.).

Pair students of equal ability.

If a partner's learning stalls, allow the partner to help find a new way to teach skill.

Involve student in his own decision making

Allow students to discover how they learn best.

Have students do numerous oral and thinking timings with partners. (counting by 2's, 7's, etc., Think/Say, ideas about story, etc.)

Timings:

Practice taking timings step by step. Practice seems most efficient when starting.

Time the administration of your timings. Attempt to cut time to shortest amount possible to do a good job.

Be sure students know what to do when timings are completed.

Timing Options:

A stop watch is an accurate tool and is effective for small groups or entire class. All students, however, must do timing together.

A watch with a second hand is most convenient. Mark the starting point of the second hand with a felt pen. The pen mark wipes off and you won't forget where you started.

A mini-timer allows the students to program themselves.

A tape and player is helpful for timings. It provides for individual differences in speed and enables practice timings, correcting, charting, etc. while others are working. It also allows the teacher to move around the room to look at charts,

to make phase changes, and cuts down on noise.

Acetate sheets and water soluble pens save on paper.

Some teachers do all content area timings in one session. This saves time of passing out materials more than once a day.

Separate timings for different content area. This is a very effective way to start a subject with a timing.

Timings work great after breaks (lunch, recess, gym, etc.) The class settles down quickly.

Try a timing in the middle of a long period.

Timings can be done at the end of a period. Make sure you get it done. It's easy to not provide enough time.

Checking:

Staple practice sheets and answer sheets back to back. Answer sheet can be run on colored paper.

Care of sponges for cleaning acetate sheets:
Clean daily - store in bucket or margarine container, or store in baggies; each child has one at desk
Vinegar water helps sweeten smell.
Wash with soap, rinse and allow to dry over weekend.

Remove writing (crayon, grease pencil, etc.) from acetate with cloth, paper towel, or a square of indoor-outdoor carpet.

Be sure to have a paper towel to cover acetate after cleaning so that it doesn't blot onto the standard behavior chart if it is inside the folder.

Teach students to locate and return practice sheets to the appropriate storage area.

Charting:

Teach all students to use the standard behavior charts.

Put the standard behavior chart on the outside of the manila folder. It is convenient to read and won't get marks on it from the damp acetate.

Use two manila folders - one for pupils' charts and the other for the practice sheets and acetate.

Put an acetate sheet over the chart to keep it clean.

Praise the students or reward them for clean, accurate charts.

Never use pen on charts; use #2 pencils.

Keep track of decisions made (see decision marks in definitions).

Record raw data. You may want it later.

KEEP EVERYTHING! We've found many times that we needed data we had thrown away.

Looking at the Charts:

Establish a chart checking time (daily or weekly), either right after the timing or during an independent work time.

Have the students red flag their charts when they need help.

Have the students analyze their learning picture once a week.

Special Problems:

Uses of different writing instruments (felt pen, grease pencil, pencil or pen) will produce different frequencies.

Left-handed students may not be able to use felt pens. Their following arm erases their work. An optical pencil works, although it is harder to erase.

RESOURCE ROOM

Resource rooms vary with each teacher and with the needs of each school. Realizing there are many successful teaching procedures and materials used in resource rooms, the following article will discuss only one facet of the resource room program - continuous measurement. The resource room teacher needs an efficient, sensitive instrument to measure the student's progress so that both student and teacher know there has been progress toward reaching the objectives. Continuous measurement provides such an instrument.

Following are ideas, suggestions and tactics to facilitate the implementation of continuous measurement in the remediation process.

Room Arrangement:

The arrangement of a moderately sized classroom will be discussed first. Many of the suggestions will apply to a small room also, with some modifications to be listed later. The physical arrangement of a resource room is subject to individual preference, available equipment, and space. The following list will include suggestions to arrange the room in order to make daily measurement more manageable and efficient.

Establish a teaching station: This would be the main area the teacher uses for instruction. It also functions as the spot where teacher and student make decisions (check charts, plan new programs, make phase changes, pinpoint problems, etc.) (See suggested floor plan)

This station should face the door so one can smile and greet students as they come in, help direct "traffic", and spot difficulties before they become major.

To minimize trips and save time, arrange frequently used teaching materials behind this station, within reaching distance if possible.

Situate desk and/or filing cabinet near teaching station. Charts, forms, frequently used drill sheets, assessment materials, student records, IEP's and other frequently needed items are close at hand.

This station should be close to a blackboard and an electrical outlet.

Establish a timing center: At this center, students will do their timings independently. (See details, Timings)

It is helpful to have the timing center in view of the teaching station.

The materials bank should be close to the center.

If students begin timings when they first come into the room, this station should be close to the door and to their folders.

Establish work or practice area: This area would consist of individual desks, a large rug, and a table.

This area should be away from the flow of traffic to reduce distractions.

The area could be divided into smaller centers using specialized equipment (tape recorder, Language Master, computers, etc.).

Textbooks, workbooks, paper, instructional games, etc. are shelved here.

Establish subject centers: Centers are arranged according to subject. All instructional, practice and timing material and student folders are located in one area, i.e. spelling.

Modification for Small Room:

Consider working with some students in their classroom with teacher's permission.

Use the resource room only for those students who are most distractable and as an office.

Advantage - Resource room teacher is more accessible to other teachers.

Disadvantage - Materials need to be moved from room to room.

Use aides and tutors in classrooms.

A small room limits the number of students in the room and restricts movement.

Try to schedule students according to need so grouping can be utilized.

Try to get compatible people together at the same time when a small space must be shared.

If there is just enough room for 1 table and a few desks, combine teaching station and timing center.

Desks can be independent practice areas.

Face desks away from each other.

Use table-like desks.

Look for private spaces (i.e. under tables for small kids) or anywhere that students can have an "alone space".

Teach students pantomine signals or sign language so they can express themselves without interfering with others.

Management:

Arrange traffic pattern so that there is minimal amount of disruption when someone enters the room.

Put student folders near the door, timing center or subject center.

Use cardboard box with dividers, hanging folders or letter tray to hold folders.

Organize folders by color coding, time period, and name.

Teach students the procedures you expect them to follow when they are in the resource room. If they follow an established format, there is less instructional time lost. For example, when a student comes in the room he is expected to: pick up his folder; go to station, seat, or table; sit down; get a pencil (marker); and have papers ready.

The first day, explain the procedure.

Walk them through it (if they are small).

Have students "practice" so you know they understand the procedure.

Use positive reinforcement and practice. The first week award points, free time, stickers, compliments, or whatever the age group will respond to. By spending a small amount of time establishing some ground rules, it will pay off in the months to come.

Have a backup, possibly negative, if the student neglects or is unwilling to follow the procedure. Ask the student to leave or have him practice the correct procedure again.

Treating the student as an independent person and expecting the best from him will generally give positive results.

Student Folders (pocket folders - Duo-tang) Contents:

Cover sheet with student's program (lesson plans and data sheet). These should be written in such a way that the student can follow them. (Some examples are included).

Standard behavior charts:

Staple chart to heavy sheet (use ½ of a manilla folder - charts on top.)

Staple or tape chart to inside of manila folder with acetate sheets.

Staple or tape chart to manila folders according to subject area. i.e. Math charts and math timings - in math folder at math station

Timing folders and charts can be kept separate from work folders.

Instructional materials that may be included in student folders: drill sheets for practice, drill sheets for measurement, cards, tapes, workbooks, etc.

Pencils should always be kept in the students' folder.

Pendaflex Files:

Store files on desks of same height pushed together. Tables, counter tops, commercially made file on wheels, file cabinet or floor may also be used.

Catalogue:

Catalogue files by subject matter - i.e. Math/ Language/ Reading/ Social Studies/ etc.

Then sub-divide the subject: i.e. Math: add/ subtract/ multiply/ divide/ word problems/ or Reading: Level 1/ Level 2/ Level 3/

Sequence the drill sheets used in order of difficulty. (The material younger and shorter students will most likely be using will be in the front of the files.)

Teach All Students to Find Materials:

Color code by writing code in colored marker on white tab. i.e. addition sheet tabs are written (in blue) M-123.

Color code by using colored tabs for certain levels. i.e. (red) Tigers, (pink) Lions, etc.

Write short, small description to the left of tab explaining the drill sheet. i.e. was L-003. Students will use the numbers, but were it helps the teacher to know what kind of sheet is under that number.

In teaching young students, tell them the color area they are looking for or write M-123 in blue on their sheet. They find the area, then match the number. It is well worth the time to practice looking for materials in the files.

Attach a tab (construction paper) to the file with a brass fastener. The person who uses the last sheet pulls up the flag.

Accessibility: If space allows, keep a fairly complete materials bank on hand for classroom teachers to use. If not, ditto only those drill sheets which are used frequently. Use the black copy in acetate to protect it when only one is needed. Store black copies in 3-ring binders.

Administering Daily Timings:

The timing center should include: mini-timer, tape recorder, pencils, markers and sponges in the center of the table. If there is no sink available to rinse sponges, keep them in an airtight container.

Using the timing center to time a group:

Have a procedure to be followed at the center and be sure students know the procedure. (practice twice, do timing, chart, etc.)

Use a music tape for written timings.

Set the tape for a specific amount of time; usually 15 minutes is enough.

Teach students to listen for the signal.

You may want to establish a "timer person" to start tape, see that sponges and materials are ready.

For oral timings, have a student, tutor or teacher who listens use the stop watch. A mini-timer works fine too.

Listening to oral timings in a group:

In a group situation, the teacher is usually advising, listening, helping with phase changes rather than actually administering the timing. Students can listen to each other while the teacher spot checks.

Earphones plugged into a cassette recorder can be effectively used with a group.

Use a mini-timer or similar timing device. If using a "partner" system, pick children with compatible personalities.

Teacher can spot check charts, trouble areas, or have the children check out with the teacher after the timing.

Using several centers for timing: (see sample program sheet)

Establish a routine or pattern for rotation.

Color code, number or name the different stations.

Indicate the rotation on a lesson plan the student can follow.

Have the students practice the procedure with you so they understand what to do.

Establish procedures and time limits for each station.

If an assistant is available, certain timings or subjects may be the assistant's responsibility.

The teacher may be responsible for certain timings at an instructional center.

The teacher may be a check-out point in the center of the room for decision making and program planning.

Tips:

Estimate amount of time needed for timings - 1 min. for each plus an extra 2 minutes for correcting and charting so you don't have more timings than time.

Encourage students to manage themselves so instructional time is not wasted.

Watch student frequency for diagnostic purposes only. If it is something that he can do on his own, let him.

POINT SYSTEM MANAGEMENT

The special education programs have used points and token systems effectively for several years. It has only been the last couple of years that we have tried to adapt a point system to use for classroom management in the regular classroom. Those who have tried it and stayed with it until they made the system work, praise it highly.

There are a couple of advantages to make the effort most rewarding:

1. It tends to put verbal reward and punishment into a proper perspective. The students that sit there day in and day out, not saying anything, just doing their work, who have been so ignored by many teachers in the past are rewarded. But the show-off that used to take half of the teacher's day with verbal reinforcement now fails to be rewarded.

2. It effectively eliminates about 90% of the teacher's disciplinary dialogue. The teacher doesn't spend the day verbally disciplining children. It, therefore, becomes a time saver allowing more time for actual teaching. "Zap" or "mark" are less time consuming than "Susan, will you please stop talking to Lynn."

3. Children become very aware of appropriate behavior. You will need to adjust the points and rewards to fit the needs of you and your particular class. Using 500, 1000, 1500, and 10,000 points is more motivating for kids than 1, 5, 10, etc. At primary levels 5, 10, 20 point assignments make child management easier. We have even found it effective to make adjustments throughout the year - changing the emphasis and keeping the interest and motivation high.

Positive Points: These are the points given for behaviors that you wish to reinforce. These points change from teacher to teacher and grade level to grade level. A way to begin is to sit down and list all the behaviors that you wish your children to exhibit. A list might look something like:

1. Returning notes sent home
2. Completing work on time
3. Bringing things for projects
4. Walking in the hall
5. Appropriate behavior for special teachers (music, p.e., gym, etc.)
6. Being ready to begin work

7. Cleaning desk
8. Being on task
9. Doing neat work
10. Reaching a goal
11. Coming in the room quietly
12. Good sportsmanship
13. Doing homework correctly
14. In seat by _____
15. No inappropriate talk outs
16. 85% or better on _____ assignment or test

The list is unlimited and needs to include those behaviors that you value. As soon as positive behaviors have been listed, the next step is to apply a numerical value to each consistant with importance.

Negative Points: These are the points taken away for behaviors you wish to eliminate. A sample list would be:

1. Out of seat
2. Inappropriate talk outs
3. Off task
4. Work not completed
5. Call or note home to report bad behavior
6. Lying; cheating
7. Leaving the room without permission
8. Running in the hall
9. Complaint of point loss
10. Ignoring directions
11. Bugging (tripping, poking, jabbing, name calling, teasing, etc.
12. Arguing with peers
13. Inappropriate posture
14. Clutter on top of desk when working
15. Holding pencil incorrectly

To each of the inappropriate behaviors a numerical value is assigned.

Spending Points: In order for your point system to work, you must provide ways for children to spend their points for meaningful things. Ask the class to tell you some things that they would be willing to work for, assigning them point values. Some ideas are:

In Class:

1. Free assignment (student not required to complete)
2. Sit by whomever you want for one week, anywhere in the room. All parties must pay with the promise the teacher will not move them.
3. Points given up by everyone for 30 minutes game time
4. Taking care of class pets
5. Telling a joke to the class
6. Leading the songs
7. Helping set up equipment

Out of Class:

1. Teacher eats lunch with you
2. Free time to be used in gym, library, outside, or to go home early
3. Taking a class pet home for the weekend
4. Reading to the principal
5. Choosing the game for recess
6. Leader in line
7. Run errands to the _____
8. Captain of team at recess
9. Right to work as a tutor for elementary students.

In Class:

8. Pass out _____
9. Erase chalkboards
10. Extra time for doing homework in class
11. Display good work
12. Time for looking at own magazine
13. Read to a friend
14. Work at chalkboard
15. Use radio or tape recorder or record player with earphones
16. Go to activity center
17. Special art period
18. Work with a friend
19. Read with a friend

Out of Class:

10. Time to pursue a hobby at school
11. _____minutes to discuss something with teacher
12. See a filmstrip
13. _____minutes extra recess
14. Listen to a younger child read
15. Help teacher after school

Point System (used by fourth grade teachers)

Positive (+) Points:

5000 - call home or note indicating improvement
2000 - reading test (each = or + on composite score)
2000 - each day in attendance (1000 for a.m. and 1000 for p.m.). These points are given with the understanding that perfect behavior is expected and all work completed.
500 - unsolicited compliment
100 - returning notes or bringing from home

Negative (-) Points:

10000 - call or note home to report bad behavior
5000 - cheating; lying
1000 - complaint from an adult (this includes the aides)
1000 - assignment not completed
200 - ZAP - this includes leaving the room without permission, running in the hall; complaint from peer; complaint of point loss; asking unnecessary questions; ignoring directions; not listening; "bugging" (tripping, poking, name calling, teasing, etc.); off task; talking to others; talking out; passing notes; showing off; holding pencil incorrectly; inappropriate posture; clutter on top of desk when working; messy desk; unable to find; and a multitude of other sins. Zap is a loss of 200 points for any inappropriate behavior. By using zap, any unnecessary dialogue between teacher and student is eliminated. All inappropriate behaviors have been previously discussed so that when the teacher says zap it is automatic point loss. The children seem to know why they are being zapped.

Spending Points

50,000 - teacher takes student out to lunch

15,000 - free assignment. This means that by paying 15,000 points, the child does not need to do the assignment at all. It is understood that the points have to be given before the assignment is started and can only be used on a daily assignment.

15,000 - sit by whomever you want for one week, anywhere in the room. All parties must pay points with the promise they will not be moved. An interesting observation is that some groups or kids receive so many zaps the week they sit together they make their own decision not to sit by that friend again.

15,000 - candy bar

15,000 - given up by everyone for a class party

10,000 - 15 minute free time to be used in gym, library, outside, or to go home early

10,000 - given up by everyone in the room for 30 minutes gym or game time

Rules for Designing a Point System:

Select a set of positive (+) points. These are the ways the children can earn points.

Select a set of negative (-) points. These are points lost.

Select reinforcer or payoff. These are things to work for and ways of spending the points earned.

Devise a record keeping system. Try to devise your system so that the majority of the management is the responsibility of the child.

Determine your payoff procedure. Is the award given as soon as earned, at the beginning of the day, at the end of the day, once a week, anytime? Is the payoff based on individual or group performance or both? Is the payoff given to the group or to the individual or both?

Explain to the class how the system is to operate and allow participation by the class in the final design of the system. Child input is most important for success.

Using class input, finalize your system. Be certain the class understands positive (+ points), negative (- points), and the spending of points.

Initiate the point system and make changes as necessary to make it more effective for the group and grade level.

Factors in Classroom to Consider:

Involve the class in making up the rules.

Keep the rules short and to the point.

Rewards must be something the children will work toward.

Consistent teacher behavior is essential.

Let children know when different rules apply (work, presentation, play).

Ideas for Keeping Interest in the Point System:

Betting points when playing games with the class is fun. It is amazing how often they can beat you when points are at stake. Give the winning team points.

Use points as a motivator on special occasions. Giving extra points seems to keep kids challenged and working.

Hold an auction and buy things with the points. You can have the class bring things from home (with permission) and auction them. The child that brings the item gets one fourth the amount of points the item sells for. It is also a good way to get rid of the treasures you find when you clean the cupboards--the free posters from book orders, backing from the bulletin boards, plants, etc.

Children very soon become aware of compliments and work exceedingly hard to get unsolicited compliments.

It is sometimes nice to give the class points just for general appropriate behavior.

If you get several teachers using the point system, it really improves rapport between students and teachers. It is a nice way to compliment other classes for their behavior.

VI. SCREENING AND ASSESSMENT

The section on basic tool skill screening of the Exportable Training Packet provides samples of materials, rationale and teacher directions for screening students by grade levels or by individual classrooms.

Screening has several advantages for the classroom teacher:

Identifies students most in need of resource room help or other special assistance.

Identifies students who would benefit from more individualized instruction (grouping) in i.e. math, spelling or reading in the classroom.

Provides accurate information about an unfamiliar group of students in relatively short time (10 days) at the beginning of the school year.

Obtains specific diagnostic information about student's performance in math, spelling or reading for remediation purposes (see section on screening and remediation.)

Screening Hints:

See section on screening in the Exportable Training Packet for detailed information on screening procedures and materials.

Plan to do screening for 10 days, once each day (5 days, twice each day will work also, but is sometimes more difficult to manage.)

It is most effective at the elementary level to screen entire classrooms if possible. Benefits:

Requires only 15-20 minutes per day to screen classroom of 25-30 with 3 people helping with the oral timing (teacher, resource teacher, aide or parent volunteer).

Does not single anyone out.

Yields data on student compared to peers.

Obtains a pattern of behavior which is more accurate than "one chance" scores on any other kind of test.

Yields information about the possibility of future referrals and allows estimation of case load for special services for the year.

Identifies students most in need of help, within two weeks of the beginning of the school year. Note: 1st grade screening works better if done the 1st week in October or last week in September.

Data from the three screened areas provides excellent diagnostic information and provides direction for more detailed analysis.

If it is not possible to do full school screening, screen referred students during their study hall or when they come to the resource room. For students presently in a resource program, diagnostic information is obtained or the device may be used to prioritize referrals. See the Exportable Training Packet for information on finding celeration and medians.

Using the screening packets as a way of diagnosing problems:

See-to-Write (Math-mixed facts)

Is the student skipping any operations consistently?
Is the student confusing operations (i.e. 6 x 8 = 14)?
Is the student consistently skipping certain problems?
Is the student forming some numbers incorrectly?
Is the student reversing signs or numbers? (i.e. 14 for 41, or + for x)

Hear-to-Write (Spelling)

Is the student hearing words correctly?
Is the student omitting letters, vowels or both consistently?
Is the student adding or substituting letters?
Is the student missing word endings?
Is the student reversing the order of letters?
Is the student forming letters correctly?
Is the student reversing letters (b to d or p for q)?
Is the student printing letters or writing cursive (may be printing because he doesn't know how to form all of the letters)?
Is the student completing words before going on to the next?
Does the student have any knowledge of phonics?

See-to-Say (Reading)

When doing the screening, have a systematic way to code or mark the type of mistakes made. For example:

reversals ( ) - way this

repeats () - go home

omissions or skips (S) - sense of (S elation)

substitutions - ~~on~~ in the way

errors - write the word said incorrectly over the printed word

Is the student consistently skipping the same words over 10 days of screening?
Is the student substituting one word for another?
Is the student skipping the most difficult and trying only the easy words?
Is the student reversing words, repeating words, omitting words or parts of words?
Is the student skipping words, phrases, and whole lines because of visual perception or because he does not know the word?
Is the student making small word errors (the, a, an), substituting small words, or guessing at words?
Is the student omitting endings or failing to say them correctly?
Is the word attack faulty?
Is the student continuing to make the same error even after he has been told the correct pronunciation?

VII. CHARTING AND DECISIONS

CHARTING

The standard behavior chart has probably scared off more potential precision teachers than any other thing. We call it "chart-shock", and we observe it whenever we display the chart for the first time. The children seem less prone to "chart-shock" and accept the chart far more readily than adults.

When we started charting at Sacajawea, many teachers developed and refined at least two types of their own charts as alternatives to the standard behavior chart. After a year, everyone seemed to accept the advantages of the standard behavior chart, and it is now used by all teachers. We strongly recommend using the standard behavior chart from the beginning. It is not that difficult. We know, for example, that first grade students can be taught to understand and utilize the chart.

The Exportable Training Packet has a detailed section on charting including a unit on "Teaching Children to Chart". Using the chart is a skill and takes practice for both teachers and students.

Regular Classroom Teacher Suggestions:

Use the standard behavior chart. DON'T try to make up your own. It is a waste of your time and talent.

You may wish to have students record raw data prior to charting.

The following skills help students learn to be accurate recorders: (It is particularly important for younger students).

- Students can count accurately to 150.
- Students can count items quickly and accurately (some are laboriously slow, others lose count, etc.).
- Students can use cumulative count on practice sheet.
- Students can write numbers to 150 correctly.
- Students can record data in correct day box on raw data form.

Before you teach charting, be sure students can:

Give the meaning for vertical and horizontal.
Say the days of the week in order (frontwards and backwards).
Count by tens.
Estimate placement of the data plot, i.e. 17 between 10 and 20.

When they are first learning to chart, have students chart a low count practice, such as ideas remembered from reading or listening. The easiest frequencies to chart are those from 1 to 20. Refer to Exportable Training Packet for teaching charting unit.

Have children check each other's charting for accuracy. Charting monitors have worked well at intermediate grades. It is helpful to establish charting monitors for the times you have a substitute.

Look at each child's chart every day. The student should bring it to you when finished, and you should look at it together. At this time, you can check accuracy and make decisions about what to do the next day, i.e. continue, phase change, motivation, etc. This immediate feedback is very important and is much easier than collecting all the charts and looking at them after school.

Other suggested times for checking charts:

During seatwork assignments.
As the students line up for lunch, gym, etc.
During reading group.

Have students flag folder when they need help.

Alternatives to teaching an entire class to chart at once:

Teach a core of children who can then assist in teaching others.
Assign assistants to children having trouble with charting.
Assign older children to teach younger children.
Utilize cross-age or partner assistants for management of time consuming responsiblities. Cross-age refers to students of different grade levels working together.

Suggestions for teacher selection of cross-age or partner assistants:

Selection could be a reward for keeping a neat chart.
Children may volunteer to help in their free time and may resign or be replaced with a day's advance notice.
Train at least one more than needed. That way you'll have enough if someone is on vacation or sick.

When using cross-age or partner assistants, routinely instruct assistants in:

Teaching children how to praise
Counting

Teaching students to chart
Noting errors
Interpreting chart patterns
Alerting the teacher to possible problems

"You be the Teacher":

Assign a partner to a specific student to be responsible for their learning, practicing, timing, correcting, counting and charting. Be careful to match personalities. If learning stalls, both should consult the teacher.

Teach charting as part of the regular school day. (15 min. period)

Use sharp #2 pencil for charting--never pens.

Make decision mark each time you look at the chart. Teach students to do this also.

Teach children to place a pencil over 9 to 11 days of data. Data should fall under pencil and will indicate learning line.

Teach children to draw prediction line. This helps the child know when he will reach his aim.

When charting several content areas, color code charts for identification.

Kids sometimes have trouble moving across the chart from week to week. Use transparent marker or colored pencil to color in previous week. Have the student do the coloring as a reward every Friday.

Use the top half of the chart for first semester and the bottom half for the last semester. This makes it easy to look back to "where the student started". It helps during periods of frustration to say, "See how much you've accomplished! How much better are you now?"

Use colored marker to color day lines to denote holidays or vacations instead of writing an explanation for breaks in measurement.

If the chart flattens for three days, DO something! (see decision making)

Help the child reach his aim.

Resource Room Teacher Suggestions:

Teach the student to chart during his first week in the resource room.

Watch each student individually to see that they are doing it correctly. Remedial students appreciate the significance of what the chart can tell them about their progress. Taking the time to explain it to them is rewarding.

DECISION MAKING

Always include the student in the decision making process. After all, it is his learning!

When problems come up, ask the student what he thinks is the problem, how you can help, and what are some alternatives. Show concern and offer assistance. The student needs to know that his learning is important...to you and to him.

Regular Classroom Teacher Suggestions:

Select pinpoints which can grow quickly. The faster the better!

Discuss aims with the student.

Discuss why the pinpoint is important. As a group, Think/Say reasons why we want to be able to add quickly, remember facts, write words accurately, etc.

Errors are "good" learning opportunities, not "bad". Use them. Teach students to use them to plan instruction. "I always miss the 9's. I need to practice +9 facts."

Do not ask the student to practice a skill if he is at the attempt level which is ÷ 2 or ÷ 3 from below proficiency (aim) level.
Example: if proficiency = 90/min.
then practice = 30-45/min. range
then attempt = below 30

Make phase changes at the end of the timing period, not the beginning.

After the student has 9 to 11 days of data, help him draw a prediction line to see when he will meet the aim. Draw the best-fit line through data to aim. Note the day they intersect.

Chart Patterns:

If the student has low frequency, flat data, and needs weeks to reach his aim, the following alternatives are suggested:

Check basic tool skills. Does the student have necessary prerequisite skills to do the task?

If the student is at an attempt level, slice back to smaller part of the skill. If the student is in acceptable practice range, then:

Ask the student what would help him to increase his frequency.
Check for performance tensions: fidgety, anxious, squirmy.

Provide more teaching.
Provide more practice.
Add incentive.
Give pep talk, get excited, reassure.

If the student has high frequency, flat data, and has not quite reached aim, the following alternatives are suggested:

Ask the student what he thinks is happening.

Ask if he sees certain areas causing him to slow down.

If there are performance tensions, try some relaxation tactics. For example:

Use calm voice.
Remind the student to relax.
Gently reassure the student during the sample.
Have the student practice breathing smoothly if the task is oral.
Have the student practice writing without lifting the pencil if the activity is written.

Time the student when he is unaware of being timed.

Offer a vacation from the timing for a few days (student may pick the day).

Take the timing you are asking him to take.

Check the student's attitude.

Check the teacher's attitude.

Use positive reinforcement.

Change the task if the student is in proficiency range.

Reaching Proficiency:

Require two or three days in proficiency range (no magic number) before a phase change. If learning is still occuring when the student reaches his aim, allow him to grow. Let him continue until his chart flattens. Establish some routine for checking:

Have all students who have met aim go to a table in the room for a check.

Have another teacher or student watch the student take time timing.

Have the student do the timing in pencil if you're using acetate. There will be some difference in frequency if you change. We have found pencil shows lower frequency than pens on acetate, so take this into account.

Have the student take the final sheet home or put it on proficiency board. Stars, markers, stickers, cards to parents, shaking hands, congratulations, etc., can be used to mark this achievement.

Resource Room Teacher Suggestions:

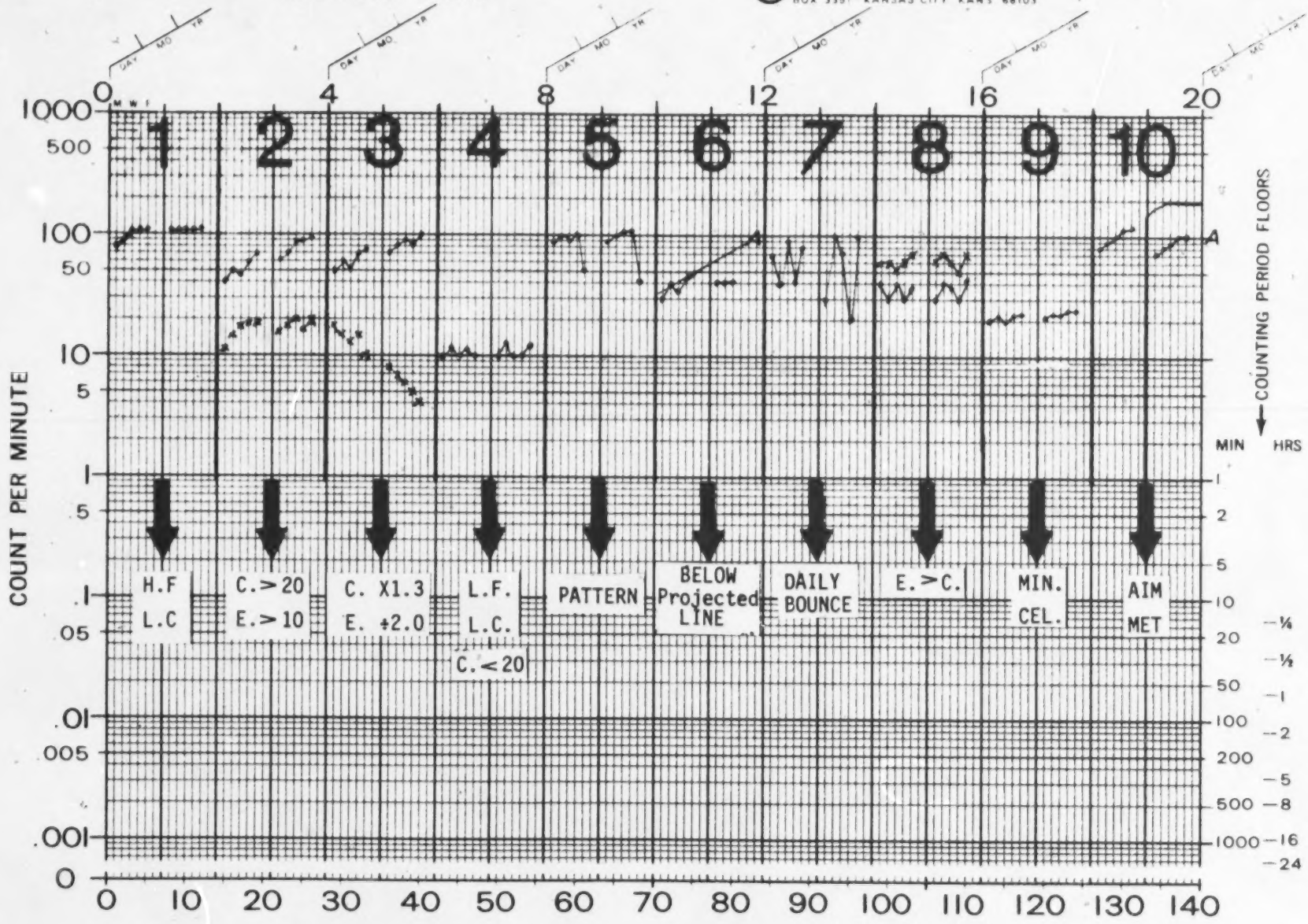
After the first 3 days of data, draw the minimum celeration line (either a x 1.25 or use the aim date and aim rate intersection; see Exportable Training Packet for how to do this. This will give the student feedback on his performance. "Do I need to try again or am I going to reach my goal when I had planned to?" He is making the decision.

If they fall below this line for 3 consecutive days, make an instructional change within the phase.

At the end of the second week, teach the student to find his weekly celeration using weekly medians. (See Exportable Training Packet).

At the end of the first phase, use the celeration finder and find the celeration of the phase and explain to the student.

6 CYCLE 140 DAYS (20 WKS)
BEHAVIOR RESEARCH CO
BOX 3351 KANSAS CITY, KANS 66103



38 SUPERVISOR ADVISER MANAGER

DEPOSITOR AGENCY TIMER COUNTER CHARTER

DATA BASED DECISIONS

BEHAVER AGE LABEL COUNTED

SEE FOLLOWING PAGE FOR EXPLANATION.

EXPLANATION OF

CHART PATTERNS

DATA BASED DECISIONS

1. HF
   LC Put more weight on behavior (task too easy), e.g. move from single column addition to double. Drop the frequency down so the child can start growing again.

2. Do nothing for now, but soon begin to work on errors only (contingency arrangement).

3. Do nothing. Corrects better than 20/min., errors less than 10 and you have a better than minimum celeration (x1.3, ÷2.0).

4. Take weight off behavior (task too hard), e.g. if in double column addition, move or slice to single column addition.

5. Look for exceptional days, e.g. Fridays are bad. Look to the student's environment for problems. Maybe the child stays up till 3:00 a.m. on Thursday nights watching T.V.

6. Three days below projected line at this frequency level probably means "motivational" problems. Fuss with contingency.

7. These students have been described by teachers as behavioral problems, emotionally disturbed, etc. Request support help from psychologist or counselor.

8. Step back to more elementary prerequisite skill, e.g. write numbers random.

9. Flat chart (below minimum celeration). Motivation or poor stimulant for reinforcement.

10. Aim met. Phase change drawn. Good decision.

VIII. BASIC TOOL SKILLS

The following are considered to be basic tool skills and each is believed to be a reprequisite for more advanced skill development. This is not a complete list, but rather a sample of basic tool skills. We have found that as educators we make many assumptions about pupils' skill development. For example, we assume that a particular student knows a skill supposedly taught in a previous grade. We have found in far too many cases that the skills were taught, but due to lack of practice or a failure to insist on high frequency performance, the skill was not learned or retained.

BASIC SKILLS:

Survival:

T/S, T/W	Student's name (formal)
T/S, T/W	Student's address
T/S, T/W	Student's telephone number
T/S, T/W	Student's birthdate
T/S, T/W	Parents' names
T/S, T/W	Parents' occupation
T/S, T/W	Parents' work telephone number
T/S	Telling time
T/S, T/W	Days of week
T/S, T/W	Months of year
S/S	Use of calendar

Math:

T/S	Counting to _____
T/S	Counting backwards
S/S	Numbers 0-? random
T/S	Count by _____ 2's, 3's, 5's, etc.
T/W	Numbers _____

Oral Language:

T/S	Objects in environment
S/do	Show use of objects
T/S	Ideas about _____

Reading:

T/S	Alphabet
S/S	Letters random
S/S	Colors, numbers, words (K-1)
S/S	Dolch words (sight vocabulary)

Writing:

T/do	Hold pencil properly
T/W	Slashes
T/W	O's
T/W	Strokes ⌣ ⌢ (cursive)
T/W	Letters - words
T/W	Words - story
S/W	Copy from board/book
T/W	Alphabet manuscript - cursive
S/S	Punctuation marks

IX. CURRICULUM AREAS

The following lists are by grade level, but are also appropriate as elementary and secondary resource room pinpoints. Many seem very basic and for good reason. We have found that getting students to high frequencies in basic skill produces more proficient students in advanced skills. We have also found that teachers typically do not expect enough from students. Most of our pupils now read orally at 200+ words per minute. A short time ago we thought an aim of 200 words per minute orally was impossible. We now know that extensive practice is necessary for the development of proficiency in any skill, and we must provide our students with sufficient opportunities for that practice.

Regular Classroom and Elementary Resource Room:

Suggested Pinpoints - Grades K-1

Reading

Shapes
Colors
Numbers to 50
Say alphabet (frontwards and backwards)
Letters
Objects in a picture
Tell story in sequence (from pictures, films, filmstrips, stories read, stories heard)
Say facts (from pictures, films, filmstrips, stories read, stories heard)
Words or phrases
Signs and symbols

Phonics

Letter sounds
Rhyming words
Words that begin with.....
Words that end with.....

Mathematics

Count by 1's, 2's, 5's, 10's (frontwards and backwards)
Symbols (+, -, x, ÷, <, >, =)
Number before
Number after
Add facts
Subtract facts

Writing

Hold pencil correctly
Write slashes
Make 0
Alphabet
Copy from book
Copy from board

Physical Education

Walk
Hop
Skip
Jump

Suggested Pinpoints - Grades 2-3

Mathematics

Hold pencil correctly
Add sums to 18
Subtract
Multiply
Divide
Write to 100
Count by 3's, 4's, etc.
See/Say digits 50-2, 346
Say number before and after
Count backwards from 100
Mental math - two operations like (3x7)+4
Money
Telling time
Symbols $\cup, \cap$

Reading

Oral reading (words per minute)
Silent reading
Say facts
Ask questions
Think ideas about picture or topics

Social Science

Name and locate continents and oceans
Name and locate whatever fits your curriculum
Think/Say ideas about each month
Days of the week
Months of the year
How to read calendar

Handwriting

Same as K-1

Physical Education

Same as K-1

Suggested Pinpoints - Grades 4-5

Reading

Silent
Oral
Say facts
Ask questions
Think ideas
Find topics in encyclopedia
Find words in dictionary

Be able to transfer to books other than reading series; i.e. social science, science, etc.

Spelling - Language

Syllables
Prefixes - suffixes
Respellings
Accents
Recognizing subjects
Recognizing predicates
Recognizing nouns
Recognizing action verbs
Recognizing adjectives
Recognizing conjunctions
Possessives
Capitalization
Punctuation
Plurals
Usage
Writing:
  Poetry
  Rhyming words
  Haiku
  Cinquain
  Limerick
Reports:
  Outline form
    I. Main topic
      A. Subtopic
        1. Detail
Note taking:
  From films
  From listening
  From reading
Copy/Write:
  From book, board, etc.

Mathematics

Count by 6, 7, 8, 9
Read numbers to billions
Write numbers to billions
Count 90, 81, 72, 63, 54...9
Start on any given number - add any given number to 9
(oral or written)
Symbols for $\sqrt{\ }$, $\neq$, $\approx$, $\rightarrow$, $\mapsto$, $\leftrightarrow$, $\cup$, $\cap$
Mental math to 4 operations:
$(2 \times 6) + 3 - (5 + 7) =$
Bridge the gap: $24 + 7 = ____$; $36 + 9 = ____$
Rules for divisibility: 3, 4, 5, 6, 9
Conversion of fractions: $2/3 = ____/12$
Reduction of fractions: $9/12 =$
Primes of 100
Decimals to .01 (+, -, x, ÷)
Least common multiple
Greatest common factor
Column addition
1/2 of 12 = ____; 1/3/ of 6 = ____; 2/3 of ____ =;
3/4 of ____ =

Science

Label parts of or name:
- Flower
- Body
- Tree identification
- Parts of eye
- Planets
- Machines

List facts about what you are studying (i.e. trees, animals, etc.)
Directions for: (In sequence)

Social Science

Map skills - all directions
Name and locate all states
Know state abbreviations
Recognize differences between names of continents, cities, states, countries

Handwriting

Hold pencil correctly
Correct letter formation - small and capital
Write words

Music

Say notes - lines/spaces
and b (sharp and flat)

Suggested Pinpoints - Grades 6-7

Mathematics

Count by 11-20
Count by 6, 7, 8, 9, backwards
Mental math up to 8 operations
Start on any given number and add any number up to 100;
  also do as subtraction
Rules for divisibility 2, 3, 4, 5, 6, 9, 10
Fractions
Decimals to thousandths
Percentage
Square root
Area
Perimeter
Volume
Column addition
Copy/write from math book
Copy/write from board

Language

Recognition of:
  Nouns
  Verbs
  Pronouns
  Adjectives
  Usage
  Punctuation
  Commas
  Capitalization
  Creative writing
  Creative poetry
  Note taking
  Outlining
  Library skills

Reading

Oral reading
Silent reading } not necessarily from text
Ask questions
Think Ideas
Comprehension

Social Science

Maps:
  Locate countries
  Locate major world cities
  Latitude and longitude

Science

Label parts of:
- Simple machines
- Constellations, etc.
- Parts of fish
- Parts of flower

Music

- Notes
- Lines
- Spaces
- Sharps
- Flats
- Time

Handwriting

- Hold pencil correctly
- Make letters correctly
- Capital and small letters
- Words
- Sentences

Secondary Resource Room:

Suggested Pinpoints - Grades 8-12

Mathematics

Do a 5-day assessment of WNR, +, -, x, ÷ probes when the student enters the resource room for the following reasons:

- To determine areas of best growth
- To determine if at proficiency level in any areas (between 90-100 correct/min.)
- To determine if student is in acquisition stage (below 20 correct/min.)
- To determine what facts student doesn't know or has trouble with
- To encourage student to skip those he has trouble with
- At the end of 5 days student and teacher may decide together whether to slice back or go on.

Slice back on each of operations (+, -, x, ÷) to agreed upon level:

- Begin by having student do slice backs with answers at the top.
- If student is not growing with this, add practice before timing.

Practice may include such things as count by's, same problems orally, practice individual problems giving trouble, do timing more than once, flash cards, etc. (all of these done for one minute also)

Include timings on areas also being covered in regular math class. (Also see curricular areas regular classroom grades 4-7.)

1. fractions - reducing +, ÷, x, -, improper fractions, and decimals.
2. perimeter, area, volume, formulas (geometry)
3. equations (algebra)

Do a monthly assessment on probes to see growth occurring.

English

Grammar - definitions of the eight parts of speech. Utilize practice sheets on identification of the parts of speech.

Composition - do one minute think/write ideas on a topic, then a ten minute composition using the words of one minute timing. Misspelled words can be used for spelling list.

Spelling

Use words from subject areas from regular classes, i.e Science, Social Studies, Home Economics, Industrial Arts, Music, etc.

List the words written in cursive for the student to work from.
Have the student read the list of words orally to be sure he can pronounce all correctly.
See to Copy - untimed.
Hear to Write - untimed.
Hear to Write from dictation - timed - after minute is over, complete the word list.
Count correct letters in sequence to chart.
Write the misspelled words correctly.

Vocabulary Development

Use vocabulary from subject areas from regular classes, i.e. English, Science, History, Shop, Home Economics, Distributive Education, etc.

See/Say definitions - see word/say definition
See/Say vocabulary - see definition/say word
See/Write definitions - see word/write definition
See/Say charts, diagrams, sewing patterns, blueprints, etc.

Handwriting

Have the student do an untimed probe of all lower case letters to find the incorrectly formed letters.

Group letters for practice into groups that have the same beginning stroke.

Do a one minute timing daily giving three counts to each letter:

1 count for correct form
1 count for correct slant
1 count for correct ending or joining stroke

Aim of 75-90 correct/min. (25-30 letters)

When all of the letters are formed correctly, go to words or phrases and count in the same way (aim 125-150/min.)

Next, do an untimed probe and proceed through the capitals in the same way. (75-90/min.)

Then do the words with lower case and capitals (125-150/min.)

Next, have the student copy paragraphs from a handwriting booklet for a minute (125-150/min.)

When the letters are formed correctly, begin on Hear/Write for taking notes.

Reading

In content areas for regular class:

Silent reading
Oral reading
Comprehension - after section is completed have the student say facts. (1 min.)
If reading level is too difficult, have the student listen to tape of unit and say facts. (1 min.)

Have the student read unit, then Think/Write facts for 5 minutes - first without book, then use book for additional ideas

Map Skills

Same as done in the regular classroom curricular areas

See/Say
See/Write
Think/Write locations and land forms

Labeling (Science, Home Economics, Shop, Agriculture, Business, etc.)

See/Say
See/Write
Think/Write labels

X. MOTIVATION AND ATTITUDES

We are all well aware of the importance of teacher enthusiasm and how it affects the student or students. One of the added features of precision teaching is the way it ignites students' enthusiasm which in turn excites their teachers. Keeping this enthusiasm alive requires communication and continued student growth.

It appears that this topic divides itself into the areas of:

Teacher attitudes

Pupil attitudes

Motivation - How to do better.

Attitudes about cheating

TEACHER ATTITUDES:

Don't feel guilty if in the beginning it takes 40 minutes to get a one-minute time sample.

Don't get angry if the child's chart is flat - make a decision.

Make certain the child has the skills necessary to do the expected task.

Doing timings alone will not noticeably improve skills. Timings are only to measure what has been taught. Teaching and practice must be provided.

Because children learn differently, many kinds of practice must be provided such as:

Flash cards
Tape recorder
Partners
Games
Do several timings - chart best
Do practice sheet orally
Board work

Watch the student do practice sheet (Make new sheet of unknown items).

Take timing before you ask children to do it or take timings with student.

The students should be encouraged to suggest why he feels he needs a change and what that change should be.

Attempt to motivate the student before slicing back to easier curriculum.

Become aware of prerequisite skills required to meet success. Take a good look at student learning rather than teacher teaching. In college, most training stresses how to teach; instead, become aware of how children learn. Be aware that you are teaching children, not subjects.

Don't be afraid to make mistakes. When we started, we threw away 5 ideas for each one that proved workable. These are known as learning opportunities.

Teacher must be believer in continuous measurement. Try to improve a skill of your own. If the teacher isn't enthusiastic, students won't be.

Immediate feedback is a great reinforcer.

Let the students do their own charting.

PUPIL ATTITUDES:

Have students brainstorm reasons for doing precision teaching.

Give consistent reinforcement for neat, tidy, accurate charts (points, praise, etc.).

Students should have thorough understanding of precision teaching and why we use it.

Students should have input into decisions.

The student should be well aware that he is competing only with himself - increase self concept.

Once a week let children give beginning and ending frequency of a skill. Clap for all growth - peer praise.

MOTIVATION:

Provide practice time.

Help student learn how to learn - ask the child what you can do to help him learn. Try to have the student discover "how he learns best". Give the child alternative ways of learning.

Encourage child to skip unknowns.

Emphasize left to right.

Give options for practice.

On practice sheet, circle where they reached today; predict where they want to be tomorrow (3 - 10 additional responses).

Give points for increased growth (see point system).

Allow students to challenge the teacher.

Give free time when they reach their aim.

Sit with student not growing and observe problems so you can make suggestions for ways to help.

Ask the student where he is having trouble.

Give timings to favorite type of music.

ATTITUDES TOWARD CHEATING:

Occasionally have student change papers with peers to correct.

Have student do timing for you before a phase change is made.

Run answer sheets on colored paper and staple to practice sheets.

Don't give the student a reason to cheat. Emphasize that charts are not graded.

Make sure students are at practice level, not at frustration level.

Don't grade work in skill development. Emphasize self-improvement, not working for a grade. Also, any pupil can find success if he is working on appropriate materials at his own level.

APPENDIX

		M	T	W	TH	F			M	T	W	TH	F
pers in on time	(500)						Papers not complete	(-1000)					
mplete Heading	(200)						Cheating - Lying	(-2000)					
seat and quiet en bell rings	(300)						Arguing - Swearing	(-2000)					
curate Charting	(100)						Complaint from adult	(-2000)					
ean desk and area	(100)						Off task	(-500)					
task	(400)						Leaving room with- out permission	(-500)					
R	(300)						Tattling	(-300)					
od hall behavior	(200)						Candy, gum, etc.	(-500)					
solicited Compliment	(1000)						Trip to office	(-5000)					
ecial	(+500)						Zap	(-400)					
nus - if no bad rks during day	(1000)						talkouts, hitting, tripping, name calling, bad hall behavior, etc.						

SAMPLE TALLY SHEET - II.

_____ NAME

M _____ These are good points

T _____ Put 2000 for each day

W _____ in attendance.

Th _____

F _____

Bonus _____ Add any bonus points

Total _____ Total good points

_____ Subtract negative points

_____ Add previous points (teacher does this)

Total _____ Balance

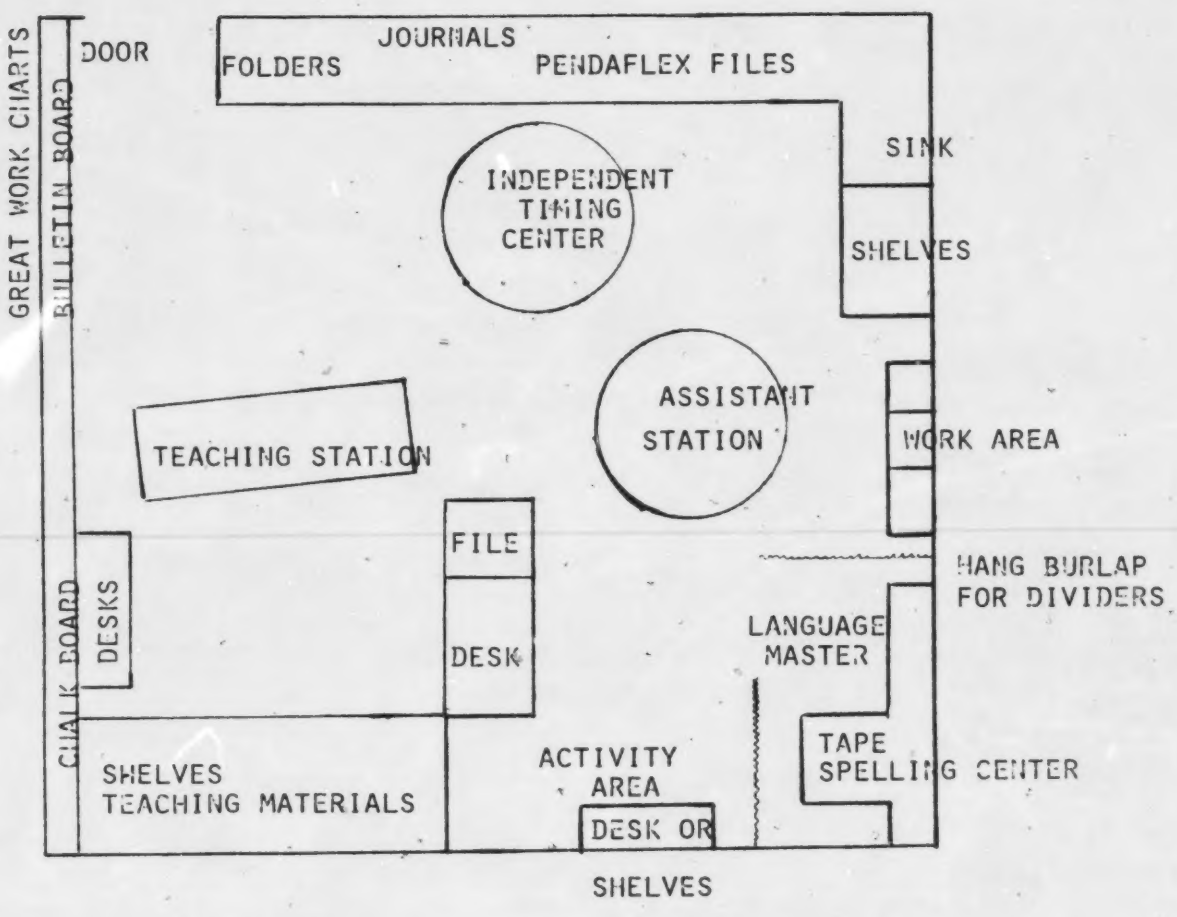
	M	T	W	TH	F
Teacher call 10,000					
Cheating, Lying 5,000					
Complaint 1,000					
Assignment 1,000					
Zap 200					

Take off 1000 points if error in figuring points.

SPENDING POINTS

		M	T	W	TH	F
Lunch with teacher	(60,000)					
Free daily assignment	(30,000)					
Sit-by	(25,000)					
Candy bar	(25,000)					
Free time - go to gym, library or home early or to school late	(1,000 per min.)					

SAMPLE FLOOR PLAN



RESOURCE ROOM

SHORT TERM OBJ.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

LESSON PLANS	ACTIVITIES	M	T	W	Th	F		ACTIVITIES	M	T	W	Th	F
M							M						
T							T						
W							W						
Th							Th						
F							F						

LESSON PLANS		M	T	W	Th	F			M	T	W	Th	F
M							M						
T							T						
W							W						
Th							Th						
F							F						

SHORT TERM OBJ.

1. S/S Sight Vocabulary, Dolch H-Mifflin
2. S/S H/W Word Attack Skills
3. S/S oral reading fluency
4. S/W T/W tool skills numbers, letters
5. H/W spelling words, Luens-Carnahan
6.

STATIONS: 9:00-9:15

1. S/S Dolch Wds. Chart
2. S/S H-M Vocab. Chart
3. S/S oral rdg. Chart
4. S/S flashcards phonetics. Chart

9:15-9:45

1. Rainbows skills
2. Oral reading
3. Auditory discrim. beg. end. vowel
4. Write phonetic wds., board

9:45-9:50

1. Write in journal

9:50-10:05

1. Papers - class
2. Write spelling wds.

MIKE

Jan. 30 LESSON PLANS

	ACTIVITIES	M	T	W	Th	F
M	Phonetic aud. discrim.: vowel - e p. 14 spell wds. p. 16 Level 4 skills new words: busy, saw, said, too, lunch	"y" words	12/2	29/1	43/3	48/1	57/0
		th wds. #1		77/-	93/0	96/2	99/1
T	Aud. discrim. listen for like end., sub. ending letter. Oral rdg. in text	th wds #2		44/1	55/3	63/6	66/1
		Rainbow words		17/2	21/1	23/1	28/2
W	Aud. discrim. sort pict. by vowel e & a, spell wds. CVCC New words: bag, were, hear, room	Rainbow flashcards		✓	✓	✓	
		Level 4 oral rdg.		Lucy 23-25	Ken	25-27	review
Th	Aud. discrim. blends-use wds. from Rainbow Skills-Beg/timing Oral rdg. in text. Skills: gr, tr, pr, cr., blend wds (back of sheet)	Skills cons. sub.		sub- -ent	-ent	-ent	
		Game Activity	✓		✓		✓
F	Spell phonetic wds., use blend gr, tr, pr, cr -e, a vowels Review any pages want			Needs room	school too		
		(class) Spelling	M 14		pre test		test

	ACTIVITIES	M	T	W	Th	F
M						
T						
W						
Th						
F						

	ACTIVITIES	M	T	W	Th	F
M						
T						
W						
Th						
F						

POINT SHEET
RESOURCE ROOM

BONUS POINTS	DATE	M	T	W	Th.	F	M	T	W	Th.	F	M	T	W	Th.	F	TOTAL
W/Q/F/S/S/P/P/READY!																	
Put away P/P/F/Q	+100																
Journal	+100																
Good Writing Position	+100																
Relaxed	+100																
Erased Quickly, Quietly	+100																
Improving (Ups)	+100																
On Your Learning Line	+100																
and red hot																	
Listened to tape quietly	+50																
Practiced Spelling	+50																
Spelling Ups	+100																
Worked Quietly	+100																
Remembered Directions	+50																
Activity Pages	+50																
Charted Neatly	+100																
Looked at Learning Pict.	+100																
Decided you need a change	100																
Helped with program plan	+200																
Reached proficiency goals	+1000																
Counted Decisions	+100																
Total Points																	
ACTIVITY CHOSEN																	

INDIVIDUALIZED PROGRAM SHEET

Student_____ Grade_____ Teacher_____ Classroom_____

Time Scheduled in Resource Room_____ Date of Entry_____ Date of Exit_____

	Check	Entry Behavior		Criteria for Exit Behavior		Measurement to be used
TOOL SKILLS		Freq.	Cel.	Freq.	Cel.	
See to Write						
Hear to Write						
See to Say						
SKILLS AREA						
Reading						
Sight Recog.						
Oral Reading						
Silent Read.						
Comprehension						
Other						
Phonics						
Language						
Oral						
Written						

Skills Area	Check	Entry Behavior		Criteria for Exit Behavior		Measure to be used
		Freq.	Cel.	Freq.	Cel.	
Spelling						
Handwriting						
Manuscript						
Cursive						
Mathematics						
Number Recog.						
Add Facts						
Subtract Facts						
Multiply Facts						
Divide Facts						
Other						
Auditory						
Other Areas						

STUDENT PLAN SHEET
SHORT TERM GOALS

Name_____ Type of Program_____ C.S.T. Review Date_____

Teacher_____ Dates of Parent Review_____

Subject_____ Evaluation Data: Precision Teaching Daily Measurement

Long Term Goal	Date	Special Materials or Arrangements	Pinpoint	Beginning Frequency	Target Frequency	Date Ach.	Ending Frequency	Celeration Statement

SUMMARY

Hopefully this package has been of some benefit to you. If you have any comments about its value for helping teachers, please let us know. We would appreciate any of your input to up-date, expand and refine this package. It is through sharing that we can help the one who benefits the most - the child.

Peggy Albrecht

Ray Beck

Walter Berard

Dick Clement

Sandy Conover

Carole Dahl

Betty Duvall

Pamela Haugen

Jeanne Miller

Terry Pavlonnis

EDUCATIONAL REMEDIATION FOR CHILDREN
WITH LEARNING DEFICITS
THROUGH PRECISION TEACHING
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